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ABSTRACT

This teacher proficiency module is composed of a sequence of activities designed to develop competencies in writing lesson plans for teaching social studies skills in primary and intermediate grades. Four skills that are a major responsibility of social studies teachers are noted: 1) reading social studies materials; 2) applying problem solving and critical-thinking skills to social studies; 3) interpreting maps and globes; and 4) understanding time and chronology. Guidelines drawn from research on how skills are learned are set forth and basic tasks for the teacher of skills are summarized. A case study of the development of map and globe skills in elementary grades is used as a model for the study of social studies skill development. Elements of seven basic map skills are outlined. The participant in this study module constructs objectives and describes teaching tasks in exercises to clarify understanding of the processes involved in teaching social studies skills. A selected bibliography for methods of teaching elements of basic map skills is included. Related modules are SO 005 443, and SO 005 445 through SO 005 450. (SHM)

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GEORGIA EDUCATIONAL MODELS

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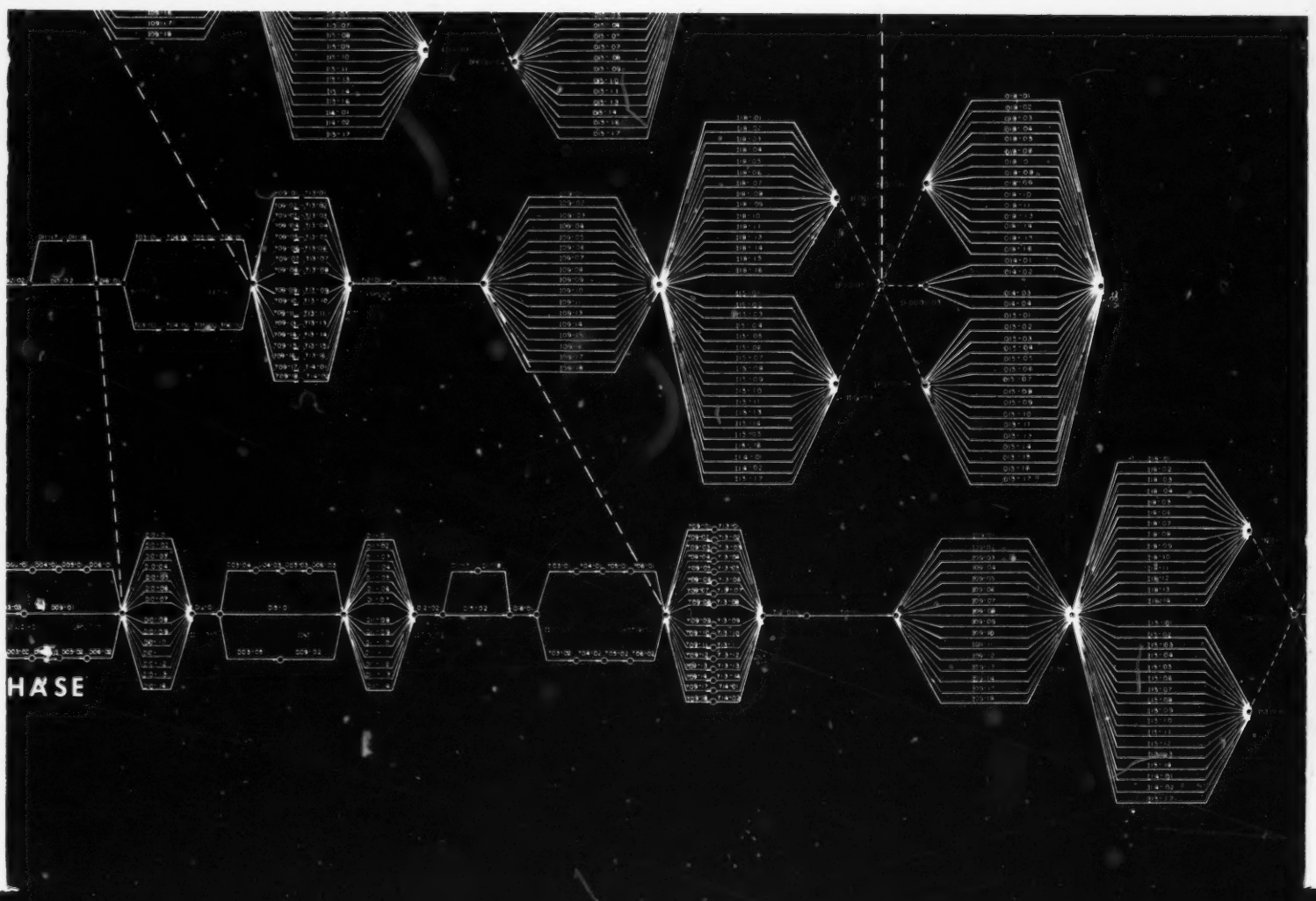
SP 005 444



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University of Georgia

College of Education

Department of Social Science Education

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SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL

PROFICIENCY MODULE #8

SKILL DEVELOPMENT--MAPS AND GLOBES

Written by

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Project Co-ordinated by Elmer Williams

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INTRODUCTION

Traditionally, social studies as a school subject has been divided into three major areas--knowledge acquisition, examination of values, and skills development. As you will probably remember from your elementary school years, the usual emphasis was placed on the acquisition of knowledge with skills taught haphazardly or incidentally. Yet as you observe a good social studies classroom, you are likely to see children working in groups pursuing different projects such as developing time lines, making murals, using an atlas or a card catalog, making graphs to display information, and making or using various types of maps and globes.

The skills used to accomplish these tasks were not learned overnight. If well learned, the skills the children were using were acquired only after planning, conscientious teaching, and considerable practice by the children.

Since learning to use skills cannot be accomplished separately from content, a case study of the development of map and globe skills has been selected to convey to the reader an understanding of social studies skill development.

BEHAVIORAL OBJECTIVES

This sequence of activities is designed to develop teacher-trainee competencies in writing lesson plans for teaching social studies skills. The following objectives delineate the specific competencies desired upon completion of these activities:

I. Terminal Competencies

A. Using part of a social studies textbook at a grade level of choice or using an element of one basic map skill, the reader will be able to identify the principles of skill development by writing a lesson plan that delineates the methods and materials to be used in teaching one element of a basic map skill.

B. Using the lesson plan developed above, the reader will teach the lesson to pupils of a grade level of choice.

II. Enabling Activities

A. Given a list of principles of skill development, the reader will be able to identify each in a hypothetical situation.

B. Given listings of basic map skills, the reader will be able to write a behavioral objective to teach one element of each basic skill and describe one method used to teach the element.

PART I. SOCIAL STUDIES SKILL DEVELOPMENT

By the end of Part I of this module you should be able to successfully complete the following behavioral objective:

Given a list of principles of skill development, the reader will be able to match each principle with its corresponding teaching act.

"To be skillful means that one is able to do something with proficiency in repeated performances."[1] Often skills are considered mechanical in nature calling for little thought on the part of the person performing that skill. Perhaps it is just this misconception that causes curriculum planners and teachers to devote so little time and energy to planning for and teaching the skills needed by a student to successfully pursue his social studies interests. Obviously, social studies skills are more complex than motor skills. Completely different types of responses are required to learn to make or read a map than to hit a softball or walk a balance beam. Social studies skills are quite complex and call for the use of a student's cognitive processes. In fact, the skills associated with social studies are often called "cognitive skills."

[1]Jarolimek, John. The Psychology of Skill Development," Skill Development in Social Studies, Thirty-Third Yearbook of the National Council for the Social Studies, Washington, D. C.: NCSS. 1963, pp. 19-24.

Major Social Studies Skills

The Thirty-Third Yearbook of the National Council for the Social Studies[2] divides skills into two major categories (1) those skills which are a definite but shared responsibility of the social studies, such as reading, and using reference books, and (2) those skills that are a major responsibility of the social studies. The social studies skills that are a major responsibility of the social studies are as follows:

1. Reading social studies materials
2. Applying problem-solving and critical-thinking skills to social issues
3. Interpreting maps and globes
4. Understanding time and chronology

How People Learn Skills

The research on how skills are learned has been adapted from Jarolimek[3] and Burton[4] into guidelines for the teacher who is concerned with the skill development of his students. These guidelines are as follows:

[2]Skill Development in Social Studies, Helen McCraken Carpenter, ed., Thirty-Third Yearbook of the National Council for the Social Studies, Washington, D. C., 1963.

[3]Jarolimek, op. cit., pp. 19-24.

[4]Burton, William H. "Implications for Organization of Instruction and Instructional Adjuncts," Learning and Instruction, Forty-Ninth Yearbook, Part I, National Society for the Study of Education, Chicago: University of Chicago Press, 1950, p. 246.

1. Skills are not acquired before a need for them is felt. This principle implies that prior to repetitive practice, the student needs understanding of both the need for developing the skill (its usefulness to him) and an understanding of the parts of the particular skill being developed. Further, the way a person practices a skill (his desire to improve performance) is critical to extending performance of the skill Obviously, if the student sees little value in developing competency in the skill, his practice will be largely non-productive.

2. The student should have an understanding of what constitutes adequate performance of the skill. Demonstrations of the skill by the teacher will show a standard of adequate performance. However, since many skills are complex (having several sub-skills that must be mastered) the student may become discouraged with the enormity of the task before adequate performance is attained.

3. Skills cannot be learned apart from real situations then automatically applied in real situations. The teacher must then provide instances in which the skill can be applied in a functional manner to enable the student to reach other goals while practicing that particular skill.

4. The student should have knowledge of his success or failure in making progress in learning a skill. Feedback

can be provided by the teacher, the students in the class, and the student himself. Positive feedback is almost always enhancing. Too much negative feedback may cause a build-up of stress that could inhibit the student and work against his ability to perform the target skill.

To summarize, the development of cognitive skills depends on a need felt by the student as determined by the situations in which the skill is learned. He should be aware of the components of the skill and be provided with a model of what constitutes adequate performance of the skill. Lastly, the student needs awareness of his progress.

The teacher's task then is to:

1. Help the student see a need for learning the skill
2. Provide a model that shows adequate performance of the skill
3. Design functional situations for practice
4. Provide avenues for reinforcement

Activity 1

Mrs. Lee's fourth grade class is working on an ecology unit entitled "Man's Effect on the Land " One group is collecting figures on the use of pesticides in their county. Figures showing the amount of DDT, 2-4-D and other pesticides used by farmers and homeowners for the years 1968, 69, 70, and 71 were obtained from the county agricultural agent.

The statements that follow outline some of Mrs. Lee's actions with one group of students after she decides to teach them to make bar graphs. You are to match the statements of her actions with the summarizing statements in Part I (page 7) by placing the number of the action in the blank beside the statement that illustrates that action.

_____Mrs. Lee asks the principal to display the completed graphs on the school's main bulletin board.

_____Mrs. Lee shows the graph-making group examples of bar graphs.

_____Mrs. Lee explains that one value of graphs is to reduce very large numbers into proportions for easier comparison.

_____Mrs. Lee helps the group decide the content of the three graphs they will make.

PART II. USING MAPS AND GLOBES: A PRIME SOCIAL STUDIES SKILL

By the end of Part II of this module you should be able to successfully complete the following behavioral objective:

> Given a list of basic map skills, the reader will be able to write a behavioral objective to teach one element of each basic skill and describe one method used to teach the element.

Of the four categories of social studies skills listed in Part I of this module (page 5), the interpretation of maps and globes has been selected to illustrate social studies skill development. Maps and globes were selected because they are prime tools of the social scientist, and one of the major non-reading tools of the elementary pupil. During the reading of this module, it is expected that the Early Childhood readers will concentrate on the skills most appropriate for their pupils and the Elementary level readers will concentrate on either primary or intermediate levels. However, since the development of any skill is never taught to completion at any one level and is a sequential development, it is expected that each reader will at least become somewhat familiar with those aspects of map and globe skill that are not in the particular grade level of his prime interest.

Since the pupil cannot directly observe phenomena that effect, have effected, or will affect his life in times and places far removed from his direct experience, basic data sources must be found to help him understand these phenomena. One data source, as the reader has seen in Module #4, is through photographs. Another way to help students understand phenomena that are not a part of their direct experiences is through the use of maps and globes. Maps and globes are usually considered to be sources of information, however, the other aspect of map and globe use--particularly maps-- is the use of these tools as a way of presenting information to others. So, the reader is encouraged to think of maps and globes as providing students with (1) data in-put, and (2) a method of sharing the information that the pupil finds with others, or information out-put.

Primary Grade Emphasis: Maps and Globes

The emphasis in the primary grades is both that of a geography readiness program and that of a program of instruction. Here is where the foundation is laid for future learnings and where the child is first exposed to basic map and globe skills. The reader must always keep in mind that these children have vast differences in experiential backgrounds--

some will be able to grasp easily the concepts taught while others will have great difficulty. Consider the first rule with primary grade youngsters to be that of first-hand experience. They need to observe, feel, and hear but above all have many chances to observe phenomena before being expected to record these phenomena on maps. You will be introducing the child to many complex ideas--models of the earth, simple maps, weather, seasonal changes, direction, and sun position, as well as many others. The first experiences must be direct and as meaningful as possible.

Intermediate Grade Emphasis: Maps and Globes

As with primary children, intermediate grade students also have vast differences in the amount and quality of their experiences. So, here too applies the prime rule of first-hand experience, that is, personal observation of physical and cultural phenomena before or along with instruction in more abstract phases of map-reading and map-making. While many students will have been introduced to basic map skills, the intermediate grade reader's (teacher's) task will still be introduction, plus development and maintenance of basic map skills. However, don't let this deter you. Map-reading and map-making activities will provide you and your students with a prime tool to enrich and extend the social studies content

they will be using in skill-building situations.

Basic Map and Globe Skills

The basic map and globe skills presented in this part of the module all lead to the students' ability to gather and present information. It is the reader's (teacher's) responsibility to insure the development of these basic skills through introducing, developing, and maintaining them through a sequential teaching program.

Since at times, state or local curriculum guides, and sometimes the textbooks you will use omit basic map skills, they are listed here with the suggested grade levels for first introducing the skill indicated by a perpendicular line. Arrows illustrate the grades in which the skills must be maintained, extended, and reinforced. The basic map skills are as follows:

A. Orient the map and note directions

B. Locate places on maps and globes

C. Use scale and compute distances

D. Interpret map symbols and visualize what they represent

E. Compare maps and draw inferences

F. Map-making

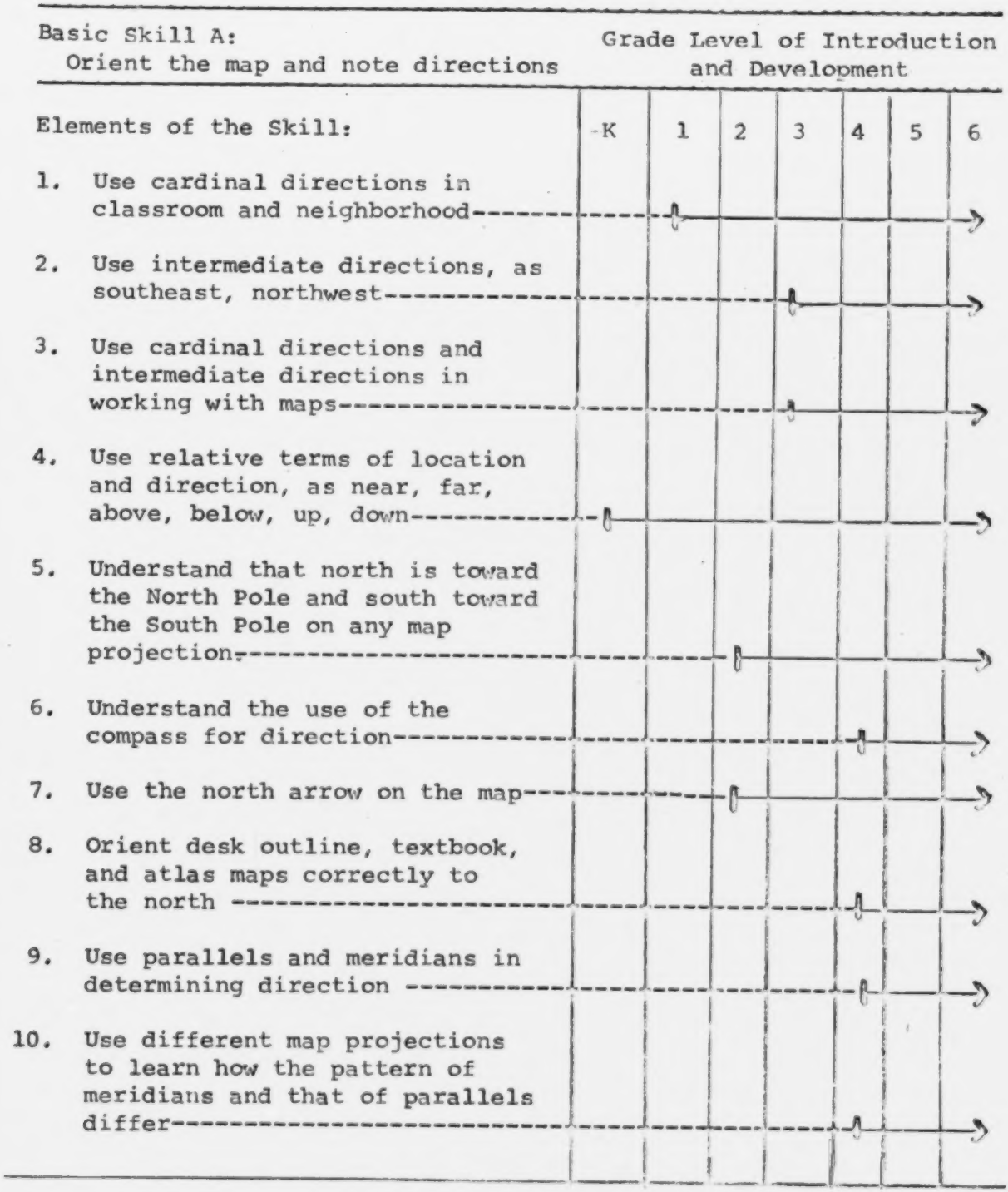
The list of elements following the introduction of each basic skill is included so that you will have some exposure

to those sub-skills taught at different grade levels. Strategies for teaching elements of these six basic map and globe skills can be found by the reader in the social studies education methods textbooks listed in the bibliography. These textbooks are available in Room 128, Fain Hall. You will notice that one example of a teaching strategy is provided for you following the introduction of the first basic skill.

Basic Map and Globe Skill A:
Orient the Map and Note Direction*

Developing a sense of direction is not only critical to getting information from a map but, as other basic skills, is important in day-to-day life. Have you ever travelled in an unfamiliar area, needed to get to a certain address, asked direction from a service station attendant, and heard him say, "Drive three blocks north to the first stoplight, then one block east, then take the south-east diagonal, and you can't miss it." But you always do! Students need to orient themselves to their surroundings and then apply this orientation to other directions and to maps. See the next page for elements of this skill.

*The basic map and globe skills included in this part of the module were adapted from Helen Carpenter (Editor), Skill Development in Social Studies. Thirty-Third Yearbook of the National Council for the Social Studies. Washington, D. C., NCSS, 1963, Appendix.


Basic Skill A:
Orient the map and note directions
Grade Level of Introduction and Development
Elements of the Skill:
K
1
2
3
4
5
6
1. Use cardinal directions in classroom and neighborhood
2. Use intermediate directions, as southeast, northwest
3. Use cardinal directions and intermediate directions in working with maps
4. Use relative terms of location and direction, as near, far, above, below, up, down
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection
6. Understand the use of the compass for direction
7. Use the north arrow on the map
8. Orient desk outline, textbook, and atlas maps correctly to the north
9. Use parallels and meridians in determining direction
10. Use different map projections to learn how the pattern of meridians and that of parallels differ

Example

Select one element of the basic skill, Orient the map and note directions, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Element of the Skill: Use cardinal directions in classroom and neighborhood

Objective: At noon on a sunny day, the student can point out the cardinal directions.

Description of teaching task: I would take the students outside as near noon as possible on a sunny day. Have them place their backs to the sun and say, "Look at your shadow, it points to the North, so you're facing to the north. South is behind you, east is to your right hand and west is to your left hand."

Activity 2

Select one element of the basic skill, Orient the map and note directions, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.*

Element of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

_____

_____

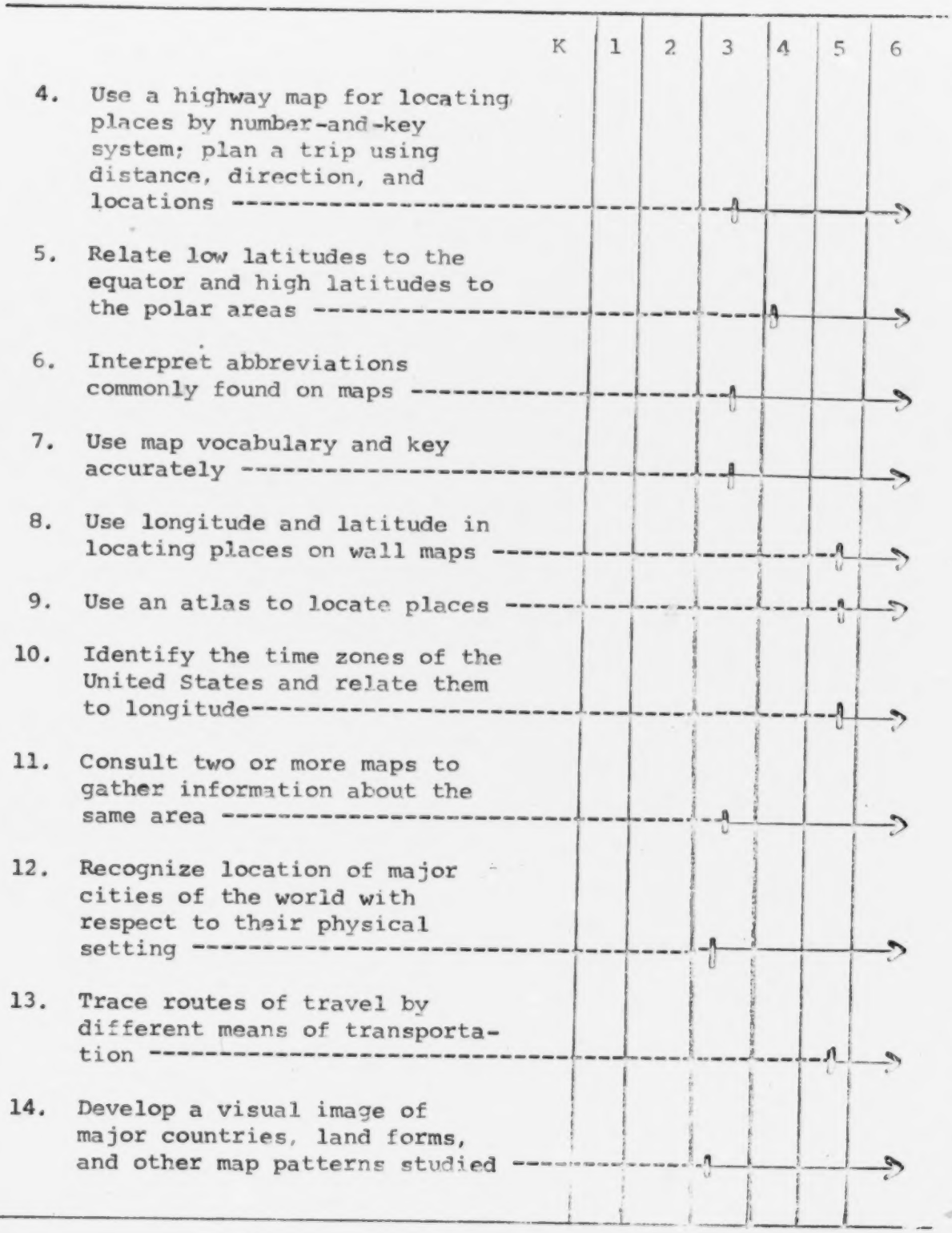
_____

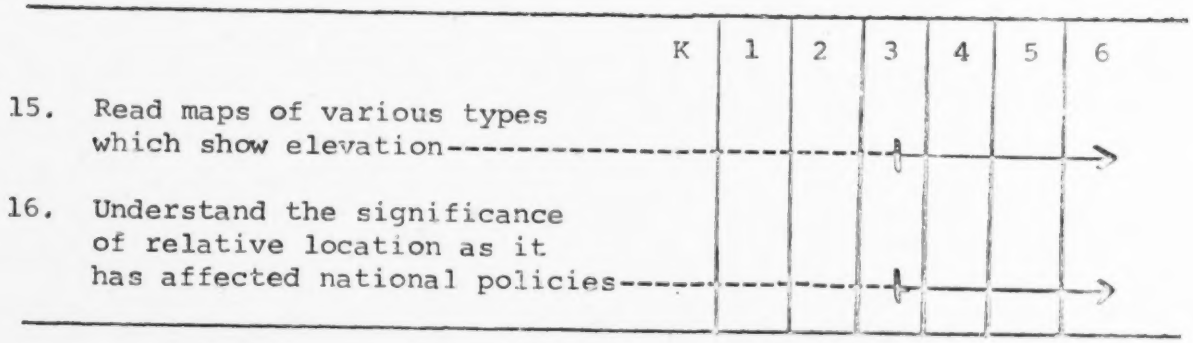
*There are so many different ways to teach each basic skill it is impossible to include all in the module. So, the reader is directed to the sources listed in the bibliography at the end of the module for teaching ideas. (Sources are available in Room 128, Fain Hall). Use the index under the entry for the specific basic skill you are looking for, i.e. location, direction, etc.

Basic Map and Globe Skill B:
Locate Places on Maps and Globes

Most youngsters first learn to locate places that are important to themselves and their daily life--a friend's house, Grandmother's house, the school, the shopping center, the zoo or playground. Most often these places are physically close to them. They then progress through a gradual development of finding locations and using the concept of location in situations not having a personal context. The end product of this skill is being able to locate exact places using very abstract materials and interpreting the physical and cultural relationships existing between different locations.

Basic Skill B: Locate places on maps and globes	Grade Level of Introduction and Development						
Elements of the Skill:	K	1	2	3	4	5	6
1. Recognize the home city and state on a map of the United States and on a globe	----	----	----	↓	———	———	→
2. Recognize land and water masses on a globe and on a variety of maps--physical-political, chalkboard, weather, etc.	----	----	↓	———	———	———	→
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	----	----	----	↓	———	———	→


K
1
2
3
4
5
6
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations
5. Relate low latitudes to the equator and high latitudes to the polar areas
6. Interpret abbreviations commonly found on maps
7. Use map vocabulary and key accurately
8. Use longitude and latitude in locating places on wall maps
9. Use an atlas to locate places
10. Identify the time zones of the United States and relate them to longitude
11. Consult two or more maps to gather information about the same area
12. Recognize location of major cities of the world with respect to their physical setting
13. Trace routes of travel by different means of transportation
14. Develop a visual image of major countries, land forms, and other map patterns studied



Activity 3

Select one element of the basic skill Locate places on maps and globes taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Element of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

_____

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_____

Basic Map and Globe Skill C:
Using Scale and Computing Distance

Students are able to understand the idea of a small map representing a large area, but with size reduction probably a factor, have difficulty visualizing the area represented on the map. The starting point of instruction is often a large floor map of the neighborhood, showing homes and the school. Activities might be counting the blocks from home to school, pacing the distance, and including important places within the area. A prime goal should be developing a personal sense of distance (how far is a mile, a city block), knowing how far it is from home to the lake, and estimating driving time--all are components of this basic skill.

Basic Skill C: Use scale and compute distance	Grade Level of Introduction and Development						
Elements of the Skill:	K	1	2	3	4	5	6
1. Use small objects to represent large ones, as a photograph compared to actual size							
2. Compare actual length of a block or a mile with that shown on a large-scale map							
3. Determine distance on a map by using a scale of miles							
4. Compare maps of different size of the same area							
5. Compare maps of different areas to note that a smaller scale must be used to map larger areas							
6. Compute distance between two points on maps of different scale							
7. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes							
8. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale							
9. Develop the habit of checking the scale on all maps used							

Activity 4

Select one element of the basic skill, Use scale and compute distances, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Elements of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

_____

_____

_____

Basic Map and Globe Skill D:
Interpret Map Symbols and Visualize What They Represent

The symbols on maps stand for real things. The student who forever sees a squiggly line labelled "Mississippi River" and cannot transpose the squiggly line into a broad river or the square or circle into a town or city is in the same predicament as the student who cannot decode the symbols (words) in a tradebook or textbook. That is, no image or concept lies behind the symbol. Symbols are map language- the map lives for the student only when he can form a picture in his mind of what the symbols represent.

Basic Skill D: Interpret map symbols and visualize what they represent	Grade Level of Introduction and development						
Elements of the Skill:	K	1	2	3	4	5	6
1. Understand that real objects can be represented by pictures or symbols on a map							
2. Learn to use legends on different kinds of maps							
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents							
4. Study color contour and visual relief maps and visualize the nature of the areas shown							
5. Interpret the elevation of the land from the flow of rivers							
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols							

Activity 5

Select one element of the basic skill, Interpret map symbols and visualize what they represent, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Element of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

_____

_____

_____

Basic Map and Globe Skill E:
Compare Maps and Draw Inferences

This skill could be called "putting it all together." However, this does not mean that all the previously named skills must be learned prior to this. The reader will notice that there are instances when primary grade students draw conclusions from the simpler maps used in these grades. The key words in building this series of skills are finding relationships, looking for correlations, and making inferences about the distribution of natural and cultural features on maps and globes.

Basic Map and Globe Skill E: Compare maps and draw inferences	Grade Level of Introduction and Development						
Elements of the Skill:	K	1	2	3	4	5	6
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities				↓			
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data				↓			
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand				↓			
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe						↓	
5. Use maps and the globe to explain the geographic setting of historical and current events				↓			
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources						↓	
7. Infer man's activities or way of living from physical detail and from latitude				↓			

Activity 6

Select one element of the basic skill, Compare maps and draw inferences, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Element of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

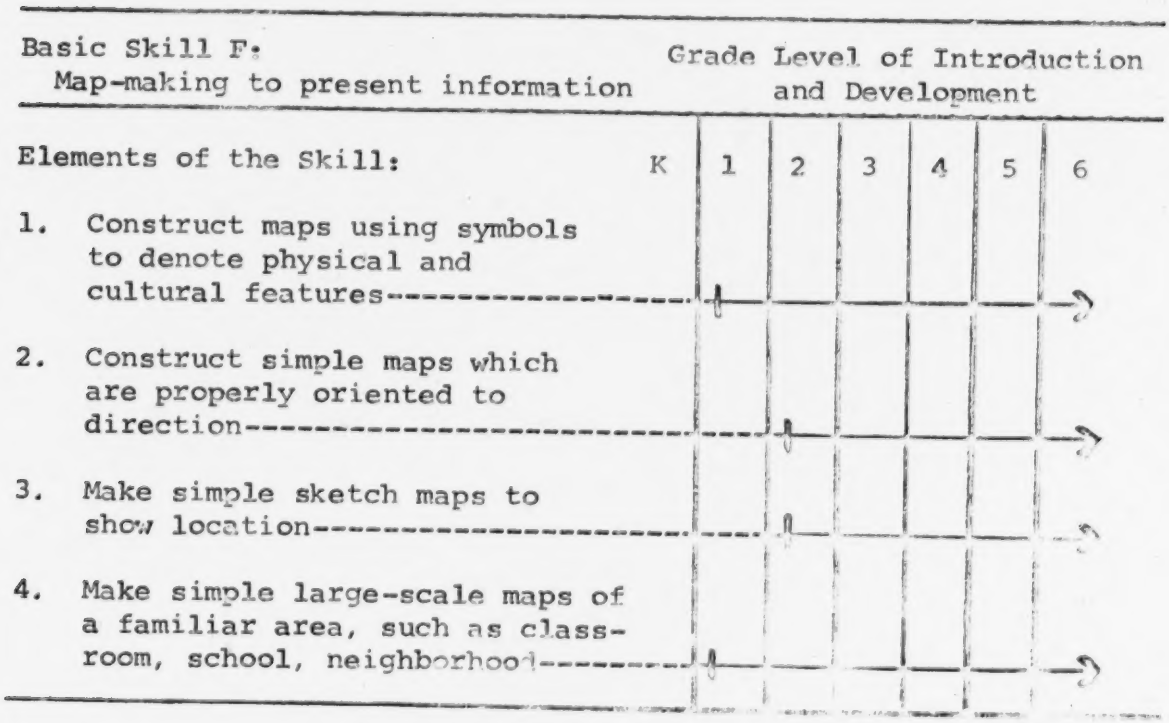
_____

_____

_____

Basic Map and Globe Skill F:
Map-making to Present Information

Map-making and map-reading experiences are essential to the development of the previously noted basic map and globe skills. How better can a student understand the scale or the symbols on a map than to plan and create a map of his own. This skill progresses from sketches of the school or the student's neighborhood transposed onto a large piece of butcher paper with milk carton houses and stores and streets through which he can drive his cars all the way to complex salt and flour three-dimensional maps showing relief of a state, island or country.


Basic Skill F:
Map-making to present information
Grade Level of Introduction and Development
Elements of the Skill:
K
1
2
3
4
5
6
1. Construct maps using symbols to denote physical and cultural features
2. Construct simple maps which are properly oriented to direction
3. Make simple sketch maps to show location
4. Make simple large-scale maps of a familiar area, such as classroom, school, neighborhood

Activity 7

Select one element of the basic skill, Map-making to present information, taught at the grade level you plan to teach and write it in the space provided below. Write an objective that indicates the main learning to be accomplished. Then describe briefly how you would teach this skill.

Element of the Skill: _____

_____

Objective: _____

_____

Description of teaching task: _____

_____

_____

_____

_____

Terminal Activities

Successful completion of the following activities will demonstrate that you have obtained the competencies needed to exemplify mastery of the terminal objectives listed on page 2 of this module.

A. Using part of a social studies text at a grade level of choice or using an element of one basic skill listed previously in this module, identify one basic map skill, and write a lesson plan for teaching one element of that basic skill. In writing this lesson plan pay careful attention to the principles of skill development noted in Part I of the module. Also, follow the Planning Form provided for you on the last two pages of this module.

B. Teach the lesson to pupils of a grade level of choice.

Planning Form: Skills Teaching

Name_____ Grade level_____
Date_____ Expected time required_____

1. Behavioral Objective(s):

2. Skill(s):

3. Materials and source:

4. Method of presentation (or model utilized):

5. Guide (Briefly describe the activity of each step of the lesson and questions you will ask or the statements you will make.

Steps	Activities or examples	Questions-Statements

6. Evaluation:

Bibliography for Methods of Teaching Elements of Basic Map Skills

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EVALUATION FORM FOR SELF-INSTRUCTIONAL MODULES

Name_____ Date_____

Instructor_____ Course_____

Module Title_____

1. Approximately how many hours did it take you to complete this module_____.

2. Please check one square under each category (Usefulness & Difficulty) per row.

	Usefulness			Difficulty		
	Not Useful	Useful	Very Useful	Too Difficult	Too Easy	Just Right
1. Introduction						
2. Module objectives						
3. Explanations & Definitions						
4. Examples - Illustrations						
5. Directions						
6. Activities						

3. What should be added or deleted to improve this module? (Comment)

4. What degree of competence do you feel you now possess in understanding and being able to model (chart) a body of information?

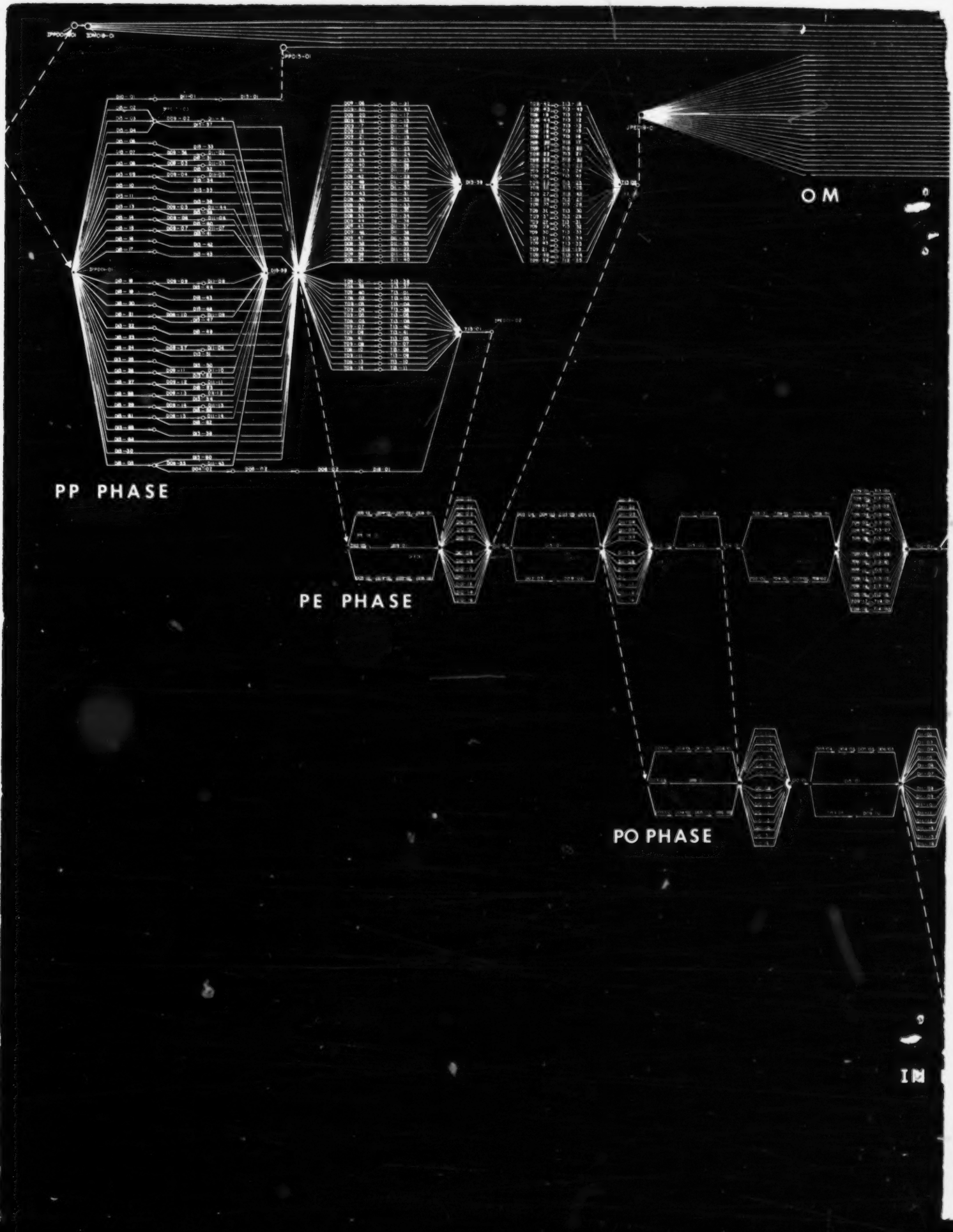
_____ Very Competent

_____ Marginally Competent (I feel I can do this but I think I may need more practice)

_____ Not Competent (I feel that I'm not able to do this.)

5. Have you completed modules for any other methods course at the University of Georgia? If so, list the courses below.

If you have completed modules in other courses, how would you rate this module in comparison to the others? (Comment)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PP PHASE
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